

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2011-2012

State Results

State: Maine



Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2011-2012

Grade Level Summary Report

State: Maine

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							13,407									100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation							13,103	13,115								98	98	
Current LEP Students							2,652	2,697								20	21	
With an approved accommodation							388	396								3	3	
IEP Students							173	185								45	47	
With an approved accommodation							2,071	2,082								16	16	
Students not tested in NECAP							1,684	1,702								81	82	
State Approved							304	292								2	2	
Alternate Assessment							237	215								78	74	
First Year LEP							211	194								89	90	
Withdrew After October 1							6	0								3	0	
Enrolled After October 1							0	0								0	0	
Special Consideration							0	0								0	0	
Other							20	21								8	10	
							67	77								22	26	

NECAP RESULTS

		State																								
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
		N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	13,407	237	67	13,103	2,417	18	6,853	52	2,509	19	1,324	10	445													
MATH	13,407	215	77	13,115	2,497	19	6,105	47	2,644	20	1,869	14	444													
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2011-2012

Reading Results

State: Maine

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 456–480)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 440–455)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

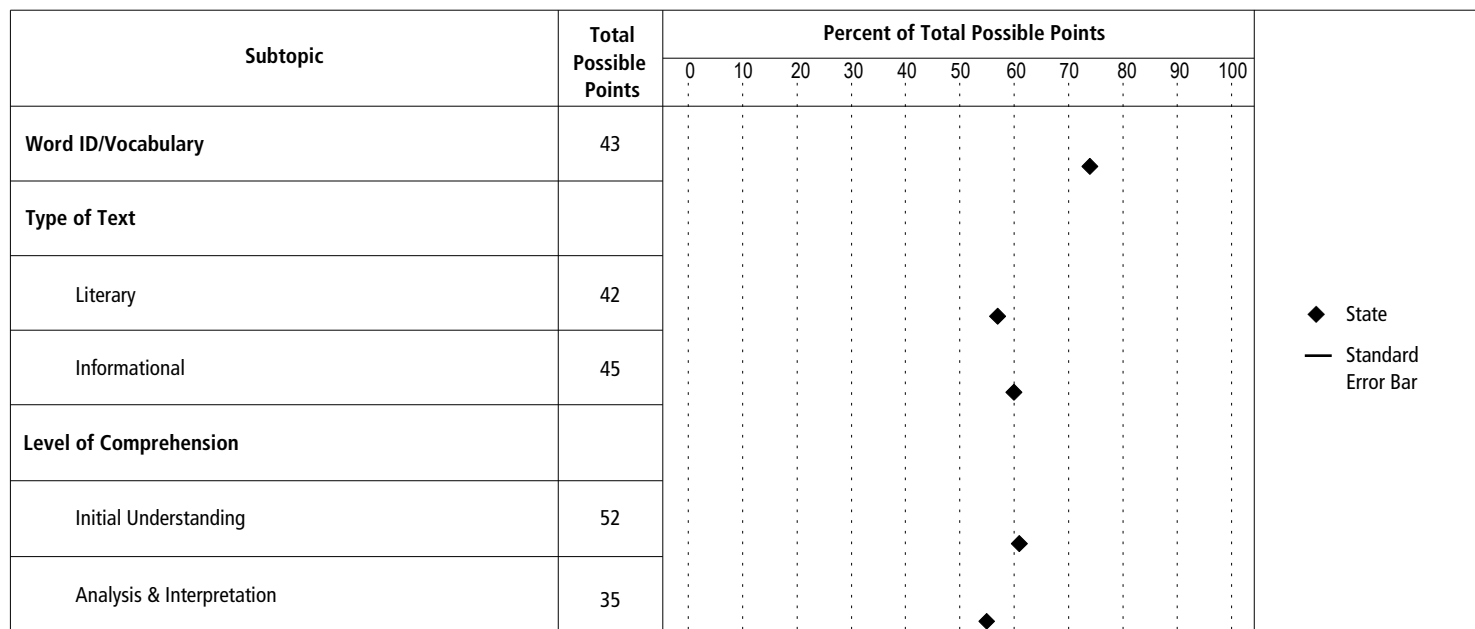
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
State													
2009-10	13,779	226	92	13,461	1,973	15	7,047	52	2,870	21	1,571	12	444
2010-11	13,730	266	89	13,375	2,347	18	6,660	50	2,903	22	1,465	11	445
2011-12	13,407	237	67	13,103	2,417	18	6,853	52	2,509	19	1,324	10	445
Cumulative													
Total	40,916	729	248	39,939	6,737	17	20,560	51	8,282	21	4,360	11	445





Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2011-2012

Disaggregated Reading Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13,407	237	67	13,103	2,417	18	6,853	52	2,509	19	1,324	10	445												
Gender																									
Male	6,867	155	31	6,681	904	14	3,535	53	1,438	22	804	12	443												
Female	6,540	82	36	6,422	1,513	24	3,318	52	1,071	17	520	8	447												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	229	4	4	221	34	15	98	44	61	28	28	13	442												
Not Hispanic or Latino																									
American Indian or Alaskan Native	115	5	0	110	10	9	50	45	30	27	20	18	440												
Asian	200	1	4	195	56	29	95	49	33	17	11	6	449												
Black or African American	422	14	6	402	26	6	138	34	119	30	119	30	436												
Native Hawaiian or Pacific Islander	12	0	0	12	2	17	5	42	4	33	1	8	444												
White	12,269	206	53	12,010	2,267	19	6,379	53	2,233	19	1,131	9	445												
Two or more races	160	7	0	153	22	14	88	58	29	19	14	9	445												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	404	11	5	388	16	4	129	33	121	31	122	31	435												
Former LEP student - monitoring year 1	15	0	0	15	6	40	8	53	1	7	0	0	454												
Former LEP student - monitoring year 2	2	0	0	2																					
All Other Students	12,986	226	62	12,698	2,395	19	6,714	53	2,387	19	1,202	9	445												
IEP																									
Students with an IEP	2,322	225	26	2,071	58	3	574	28	657	32	782	38	433												
All Other Students	11,085	12	41	11,032	2,359	21	6,279	57	1,852	17	542	5	447												
SES																									
Economically Disadvantaged Students	6,389	170	32	6,187	598	10	3,073	50	1,554	25	962	16	441												
All Other Students	7,018	67	35	6,916	1,819	26	3,780	55	955	14	362	5	449												
Migrant																									
Migrant Students	4	0	0	4																					
All Other Students	13,403	237	67	13,099	2,417	18	6,850	52	2,508	19	1,324	10	445												
Title I																									
Students Receiving Title I Services	2,850	34	15	2,801	132	5	1,230	44	940	34	499	18	439												
All Other Students	10,557	203	52	10,302	2,285	22	5,623	55	1,569	15	825	8	447												
504 Plan																									
Students with a 504 Plan	242	1	0	241	31	13	125	52	61	25	24	10	444												
All Other Students	13,165	236	67	12,862	2,386	19	6,728	52	2,448	19	1,300	10	445												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2011-2012

Mathematics Results

State: Maine

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 455–480)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 440–454)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

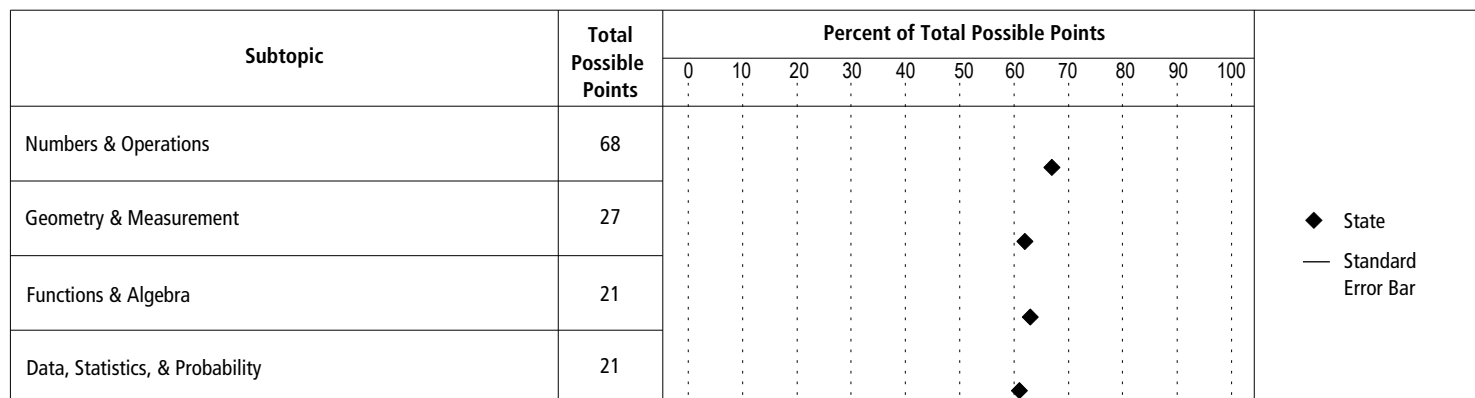
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10	13,779	203	95	13,481	1,850	14	6,485	48	3,034	23	2,112	16	443
2010-11	13,730	220	94	13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
2011-12	13,407	215	77	13,115	2,497	19	6,105	47	2,644	20	1,869	14	444
Cumulative Total	40,916	638	266	40,012	6,379	16	18,631	47	8,919	22	6,083	15	443





Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2011-2012

Disaggregated Mathematics Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13,407	215	77	13,115	2,497	19	6,105	47	2,644	20	1,869	14	444												
Gender																									
Male	6,867	141	38	6,688	1,331	20	3,135	47	1,294	19	928	14	444												
Female	6,540	74	39	6,427	1,166	18	2,970	46	1,350	21	941	15	444												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	229	2	4	223	28	13	87	39	56	25	52	23	440												
Not Hispanic or Latino																									
American Indian or Alaskan Native	115	4	0	111	12	11	50	45	25	23	24	22	440												
Asian	200	0	3	197	61	31	80	41	35	18	21	11	447												
Black or African American	422	10	6	406	23	6	100	25	123	30	160	39	434												
Native Hawaiian or Pacific Islander	12	0	0	12	3	25	4	33	1	8	4	33	442												
White	12,269	193	63	12,013	2,345	20	5,714	48	2,366	20	1,588	13	444												
Two or more races	160	6	1	153	25	16	70	46	38	25	20	13	443												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	404	5	3	396	24	6	94	24	116	29	162	41	433												
Former LEP student - monitoring year 1	15	0	0	15	7	47	8	53	0	0	0	0	456												
Former LEP student - monitoring year 2	2	0	0	2																					
All Other Students	12,986	210	74	12,702	2,466	19	6,001	47	2,528	20	1,707	13	444												
IEP																									
Students with an IEP	2,322	208	32	2,082	95	5	582	28	538	26	867	42	434												
All Other Students	11,085	7	45	11,033	2,402	22	5,523	50	2,106	19	1,002	9	446												
SES																									
Economically Disadvantaged Students	6,389	152	38	6,199	614	10	2,674	43	1,578	25	1,333	22	440												
All Other Students	7,018	63	39	6,916	1,883	27	3,431	50	1,066	15	536	8	448												
Migrant																									
Migrant Students	4	0	0	4																					
All Other Students	13,403	215	77	13,111	2,497	19	6,101	47	2,644	20	1,869	14	444												
Title I																									
Students Receiving Title I Services	2,850	27	13	2,810	124	4	1,039	37	937	33	710	25	438												
All Other Students	10,557	188	64	10,305	2,373	23	5,066	49	1,707	17	1,159	11	446												
504 Plan																									
Students with a 504 Plan	242	1	0	241	29	12	107	44	65	27	40	17	442												
All Other Students	13,165	214	77	12,874	2,468	19	5,998	47	2,579	20	1,829	14	444												

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Note: Some numbers may have been left blank because fewer than ten (10) students were tested.